

The **two Assignment 4 paragraphs** are evaluated on the basis of the rubric below. Consult the rubric both before and after you complete your compositions. Rubrics create greater awareness by taking the guesswork out of what the evaluator (teacher) is looking for. You'll receive an averaged mark, e.g. the grade earned for the two paragraphs will be averaged.

Exceeds Standard (4): student demonstrates superior ability entailing ideas and supporting arguments by appealing to all relevant evidence.

Meets Standard (3): student meets expectations by showing an ability to organize ideas and supporting arguments by an appeal to evidence.

Approaches Standard (2): student does not quite meet minimum standard due to ineffective organization or an appeal to either irrelevant or no evidence.

Attempts Standard (1): student struggles to both organize their composition logically and/or makes no appeal to evidence.

Name: _____

Analytical Paragraph Rubric

	Exceeds Standard	Meets Standard	Approaches Std.	Attempts Standard
Claim	Writing thoroughly addresses all parts of the prompt.	Writing answers the prompt.	Writing is related to the prompt.	Writing is only slightly related to the prompt.
Evidence	Writing supports claim with specific details and examples.	Writing supports claim with general details and examples.	Writing supports claim with limited or vague details.	Writing uses details that don't support the claim.
Analysis	Writing explains inferences made from the evidence and how they support the claim.	Writing connects the evidence to the claim, but does not explain any inferences.	Writing mostly summarizes evidence.	Writing doesn't comment on evidence.
Conventions	Writing contains few, if any, errors in academic English that are easily overlooked.	Writing contains some errors in academic English that don't interfere with the reader's understanding.	Writing contains many errors in academic English that may interfere with the reader's understanding.	Writing contains serious errors in academic English that significantly interfere with the reader's understanding.

Mark: /4

Teacher Comments: